

## UNIT PLAN OVERVIEW

(Revised 2015)

Teacher Candidate	<b>Trina Langsenkamp</b>
School	<b>X</b>

<b>UNIT TITLE</b>	Emotional Expressions
Length of Class Period	45 minutes
Approximate Number of Students in Each class	25
Beginning Date for this <i>Unit</i>	1/20/15
Ending Date for this <i>Unit</i>	

### ENDURING UNDERSTANDINGS

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

The student will at the appropriate developmental level:

B. Explore a range of art concepts and artworks and construct meaning about the works.

D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

### CRITICAL ISSUE / BIG IDEA

**Anticipatory Set** (what do the students already know, why is this lesson relevant?)

Students have just finished making books with images defining each element of art. For this project they will be focusing specifically on color, value, line and shape, which will allow them to share what they have already learned and to expand on this knowledge with how to apply it in visual art.

**Central Focus** (creating, presenting, interpreting, responding, and/or relating art to context)

Students will be interpreting and discussing their own experiences with emotions, and creating self-portraits that visual represent these experiences. Students will also be able to connect what they have learned about the elements of art to creating new works that express and relate emotion and experience. They will investigate and discuss how elements of art such as line, shape, color and value influence the creation and depiction of emotion and expression in visual art.

**Essential Questions** (provocative, engaging, critical)

Where in our bodies do we feel our emotions, and what are ways we can regulate (manage) them?

How can artists show emotion in their artwork?

How do the different elements of art show emotion in drawings?

How can color in art effect our understanding of the image?

**Possible Integration**

This unit involves writing and responding to text and images. Students will be able to pull from visual culture knowledge and references in their own life.

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## DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT

### Lesson One

Title	Emotion Color Wheel
Lesson Description	The class will discuss different emotions, and list elements of art that help depict them visually. Then, each student will create their own emotion color wheel.

### Lesson Two

Title	Self-Portrait Review.
Lesson Description	Students will discuss how the elements of art can help show emotions in their portraits, and will then begin their work.

### Lesson Three

Title	Completion and reflection
Lesson Description	.After students have completed their four portraits and color wheel, they will reflect and share what they have learned by completing writing prompts.

## Explain how technology has been used in this unit

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## LESSON PLAN

Teacher Candidate	Trina Langsenkamp
School	X

<b>LESSON NUMBER</b>	1
Lesson Title	Emotions and Colors
Length of Class Period	45 minutes
Approximate Number of Students in Each class	25
Beginning Date for this Lesson	1/20/16
Ending Date for this Lesson	

### CONTENT STATEMENT – PERCEIVING/KNOWING

5PE Identify and describe cultural symbols, image and contexts of works of art.

6PE Identify and share the uses of visual art outside the classroom and provide examples.

7PE Generate artmaking ideas from their daily experiences and the environment.

### CONTENT STATEMENT – PRODUCING/PERFORMING

2PR Envision what cannot be observed directly and depict it visually.

5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

### CONTENT STATEMENT – RESPONDING/REFLECTING

4RE Share their personal interpretations of the meanings conveyed in various works of art.

### Performance-based Assessment Objectives

Students will be able to discuss and describe emotions, as well as offer examples from their own experiences. They will also be able to interpret how colors can relate to our emotions and can help show them in visual art.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

The teacher will make formative assessments as the students answer questions and engage in conversation so that she can assess their understanding of the material.

## **Academic Language**

### **Vocabulary**

Emotion – A mood or feeling

Symbol – A sign, shape or element used to represent something else

Color Wheel – A circle used to show relationship between colors

Intensity – The degree to which we feel an emotion, or to which a color is shown in an image.

Elements of art – The tools artists use to show meaning in work

Color – the hue of an image or area

Line – a mark

Value – the shade or brightness of a color, “going from light to dark”

### **Additional Language Demands** (*specific communication task*)

Students will be able to discuss specific emotions with descriptive words that articulate how they feel or have felt, and assign these feelings with symbolic colors. They will also be expected to recall what they have previously learned about in the elements of art.

## **Accommodations for Special Populations**

Many students are English Language Learners and despite integrated programs in the school to increase reading levels and speaking abilities, still may struggle with the language demands of this lesson. Specifically, in creating the color wheel, students are asked to consider varying degrees of emotions, and to consider synonyms for these words (ex: mad, angry, furious). For students with limited English, this may present a challenge. To help these students, a word bank is created collaboratively with the class at the beginning of the learning segment so that students have an area of reference when considering vocabulary and labels for their wheel.

## **Art/Visual Culture Examples**

Color wheel

Inside Out (Pixar Movie)

Pablo Picasso’s Blue Period (Old Guitarist poster)

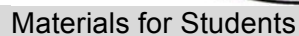
Edvard Munch “The Scream” (Poster)

Keith Haring “Five Figures Dancing” (poster)

## **Preparations**

### **Materials/Resources for Teacher**

A PowerPoint slide with guided questions and visual culture references, posters for The Old Guitarist, The Scream, and Five Figures Dancing.



## Safety Procedures

## Getting the Classroom Environment Ready

**Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

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often uses colors to characterize them. The teacher also introduces images of other artists who use colors to show emotion, such as Edvard Munch, Keith Haring and Pablo Picasso, and asks students to discuss how color influences our view of these works. She can also point out areas such as line (motion lines in Five Figures Dancing) and value (the shade of colors in the Old Guitarist and The Scream). (10 minutes)

4. The teacher will now introduce the color wheel. Using the words that the class brainstormed, and any others that they may have come up with, students are told to begin thinking about where they may place their emotions on their own wheel, considering the different levels of intensity that correspond to the value of the color. She also demonstrates how students can create value with the colored pencils by using layers or using different amounts of pressure as they draw. (7 minutes)
5. For the remainder of the class, they can work on coloring in their own color wheels, paying attention to intensity by changing the pressure they put on the colored pencils. They can add emotions to each category with the sharpie markers as they see fit. (10 minutes)
6. For cleanup, students are asked to put the colored pencils back in their cases and to stack their color wheels (WITH NAMES WRITTEN ON BACK OR FRONT) at a corner of their table. The teacher will dismiss each table to line up when she comes to collect their wheels. (3 minutes)

#### **Clean-up Procedures (Room, Materials & Work Storage)**

For cleanup, students are asked to put the colored pencils back in their cases and to stack their color wheels (WITH NAMES WRITTEN ON BACK OR FRONT) at a corner of their table. The teacher will dismiss each table to line up when she comes to collect their wheels. (3 minutes)

#### **Closure, Review & Anticipation (what's next?)**

As the students exit, they are told that they will be continuing this exploration of color and emotion when they return in the next class.

#### **Supplemental Activity**

In the case that a student has completed the color wheel before the end of the class period, they will be given a piece of lined paper. The teacher tells them to pick an emotion, and think of a time that they felt that emotion. To the best of their ability, they should write a sentence or a few words about this experience, either telling a story or naming emotions.

#### **Teacher reflection focused on the lesson *after* it has been taught**

Definitely need to start with a review of the elements of art to better assess student knowledge and what they remember from the last unit. Could also do more to emphasize the elements of art in this introductory powerpoint. Using the posters and focusing students to discuss the elements of art they see and how they influence the emotions.

## LESSON PLAN

Teacher Candidate	Trina Langsenkamp
School	
<b>LESSON NUMBER</b>	<b>2</b>
Lesson Title	Emotional Portraits

Length of Class Period	45 minutes
Approximate Number of Students in Each class	25
Beginning Date for this <i>Lesson</i>	
Ending Date for this <i>Lesson</i>	

### **CONTENT STATEMENT – PERCEIVING/KNOWING**

5PE Identify and describe cultural symbols, image and contexts of works of art.

6PE Identify and share the uses of visual art outside the classroom and provide examples.

7PE Generate artmaking ideas from their daily experiences and the environment.

### **CONTENT STATEMENT – PRODUCING/PERFORMING**

2PR Envision what cannot be observed directly and depict it visually.

5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

### **CONTENT STATEMENT – RESPONDING/REFLECTING**

4RE Share their personal interpretations of the meanings conveyed in various works of art.

### **Performance-based Assessment Objectives**

Students will be expected to work independently and diligently to fill in all of the quadrants.

### **Performance-based Assessment Strategies**

(attach assessment documents if applicable)

Students will be formatively assessed by the teacher as she periodically checks to see where in the process students are. She will do this by asking the class to “raise their hand if they are still outlining?”, “raise your hand if you are still sketching?”, etc.

### **Academic Language**

#### **Vocabulary**

Expression – The way we show emotion in art our with our bodies.

Emotion – A mood or feeling

Symbol – A sign, shape or element used to represent something else

Color Wheel – A circle used to show relationship between colors

Intensity – The degree to which we feel an emotion, or to which a color is shown in an image.

### **Additional Language Demands** (*specific communication task*)

Students will be able to discuss specific emotions with descriptive words that articulate how they feel or have felt, and assign these feelings with symbolic colors. They will also be expected to recall what they have previously learned about in the elements of art.

### **Accommodations for Special Populations**

Many students are English Language Learners and despite integrated programs in the school to increase reading levels and speaking abilities, still may struggle with the language demands of this lesson. Specifically, in creating the color wheel, students are asked to consider varying degrees of emotions, and to consider synonyms for these words (ex: mad, angry, furious). For students with limited English, this may present a challenge. To help these students, a word bank is created collaboratively with the class at the beginning of the learning segment so that students have an area of reference when considering vocabulary and labels for their wheel.

For creating the portraits, students should be reminded of common symbols/shapes/lines that can be used to show emotions. These can be drawn on the board for reference.

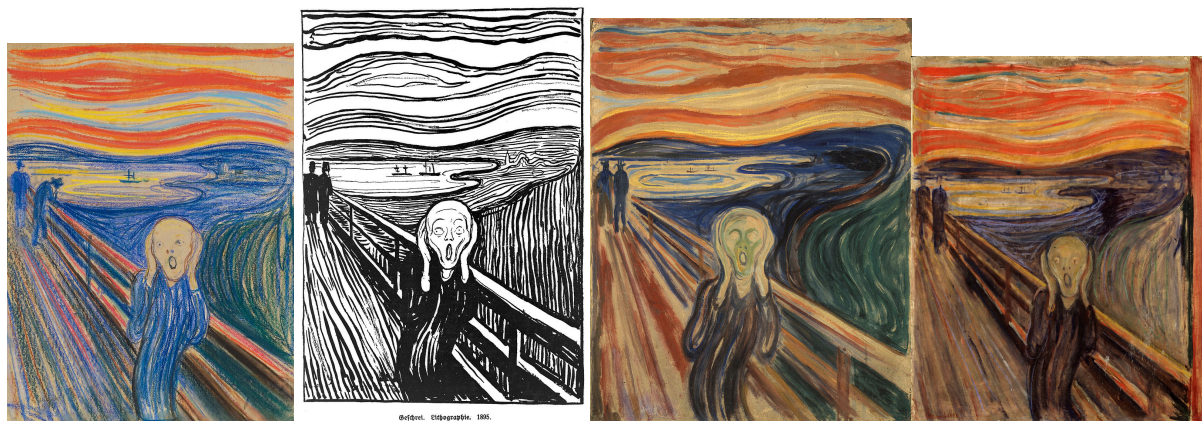
### **Art/Visual Culture Examples**

Korean artist Ha Jung Woo:





Edvard Munch:



Pablo Picasso, Blue Period

## **Preparations**

### **Materials/Resources for Teacher**

Teacher will need to prepare PowerPoint with visual culture/art examples. Teacher will also need to prepare paper with the 4x4 grid.

### **Materials for Students**

Students will use pencils to begin outlining their drawings on 4x4 gridded paper.

### **Safety Procedures**

## **LEARNING ACTIVITY**

### **Getting the Classroom Environment Ready**

Posters are placed around the room and the powerpoint is pulled up on the screen.

### **Procedures for the Teaching/Learning Structure** *(indicate approximate time for each step)*

1. The students enter the room and are instructed to sit at the front in front of the board. The teacher reintroduces the color wheel that the class had completed together, and she asks review questions such as "How can artists represent emotion in images?". (7 minutes)
2. The teacher then turns their attention to the powerpoint presentation of images from artists Edvard Munch, Pablo Picasso and Ha Jung Woo. She asks students guiding questions about the images ("What kind of emotions do you feel looking at these paintings?" "How do you think the artist was feeling at the time? What were they trying to express?" "How did they use color or expression to change the meaning between images?") while also providing some background information about the artists. (13 minutes)
3. The final slides in the powerpoint introduce the project to the students. They will be creating a large painting composed of four compositions in a grid that reflect four different emotions. In each quadrant of the grid, they will be creating a separate portrait to reflect a different emotion, keeping in mind what colors, expressions and lines may be used to represent different feelings. The teacher introduces the materials to the students, starting with the paper that has been prepped to have the grid drawn on already. The teacher example of the final project shows that paint is eventually used, but she reminds students that first they will have to draw out a sketch before moving straight in to paint. Using pencils, students are asked to draw four different portraits considering different emotions. They may refer to the color wheel they created in the previous class as a reference. (10 minutes)
4. For the remainder of the class period, students work on drawing in their emotional portraits. The teacher walks around the room to facilitate and answer any questions that the students may have. (10 minutes)
5. For cleanup, students are asked to return pencils to the center table and to pile their started portraits at the corner of their tables (with names on the back), and the teacher dismisses each table to line up as she collects them. (5 minutes)

### **Clean-up Procedures** (Room, Materials & Work Storage)

1. For cleanup, students are asked to return pencils to the center table and to pile their started portraits at the corner of their tables (with names on the back), and the teacher dismisses each table to line up as she collects them. (5 minutes)

## **Closure, Review & Anticipation** (what's next?)



As students exit, they are told that they can look forward to continuing their good work, and that they will be able to share with the class once they are completed.

#### **Supplemental Activity**

If students finish sketching with pencil, they can begin using crayons to color in and outline.

#### **Teacher reflection focused on the lesson *after* it has been taught**

Remind students that when they start with pencil they will need to later outline with crayon to hide the pencil marks. Demonstrate this with a dark color. Also students will need consistent reminding that the goal is to elicit emotions and to use no more than three carefully chosen colors to do so.

## **LESSON PLAN**

Teacher Candidate	Trina Langsenkamp
School	

<b>LESSON NUMBER</b>	3
Lesson Title	Completion and Reflection
Length of Class Period	45 minutes
Approximate Number of Students in Each class	25
Beginning Date for this <i>Lesson</i>	
Ending Date for this <i>Lesson</i>	

#### **CONTENT STATEMENT – PERCEIVING/KNOWING**

5PE Identify and describe cultural symbols, image and contexts of works of art.

6PE Identify and share the uses of visual art outside the classroom and provide examples.

7PE Generate artmaking ideas from their daily experiences and the environment.

#### **CONTENT STATEMENT – PRODUCING/PERFORMING**

2PR Envision what cannot be observed directly and depict it visually.

5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

#### **CONTENT STATEMENT – RESPONDING/REFLECTING**

4RE Share their personal interpretations of the meanings conveyed in various works of art.

#### **Performance-based Assessment Objectives**

Students will be assessed based on their use of expression on the portraits, color used in their creation and how well they relate to the students understanding of an emotion. Students will also be able to write four sentences describing things or events that cause them to experience certain emotions.

#### **Performance-based Assessment Strategies**

(attach assessment documents if applicable)

The students will be graded on a rubric that assesses color use, mastery of material, understanding of emotional expression and completion of their sentences.

#### **Academic Language**

##### **Vocabulary**

Expression – The way we show emotion in art our with our bodies.

Emotion – A mood or feeling

Symbol – A sign, shape or element used to represent something else  
Color Wheel – A circle used to show relationship between colors  
Intensity – The degree to which we feel an emotion, or to which a color is shown in an image.

#### **Additional Language Demands** (*specific communication task*)

Students will be asked to write four “fill in the blank” style sentences that have them label an emotion and a time they experienced that emotion.

#### **Accommodations for Special Populations**

Many students are English Language Learners and despite integrated programs in the school to increase reading levels and speaking abilities, still may struggle with the language demands of this lesson. Specifically, in creating the color wheel, students are asked to consider varying degrees of emotions, and to consider synonyms for these words (ex: mad, angry, furious). For students with limited English, this may present a challenge. To help these students, a word bank is created collaboratively with the class at the beginning of the learning segment so that students have an area of reference when considering vocabulary and labels for their wheel.

For creating the portraits, students should be reminded of common symbols/shapes/lines that can be used to show emotions. These can be drawn on the board for reference.

For students with language difficulties such as the students with little English writing skills, they may be given the opportunity to discuss their work with the teacher one on one rather than completing a written sheet. This will give them the opportunity to point to the areas in their work where they used specific elements of art to show emotion, rather than having them discuss it in writing.

#### **Art/Visual Culture Examples**

Students will be reminded of the visual culture/artistic examples they reviewed in the previous class, as well as their own emotional color wheels they created.

#### **Preparations**

Materials/Resources for Teacher

Work sheets for students to complete.

Materials for Students

Watercolor paints on trays, brushes in water containers, smocks, paper.

Safety Procedures

#### **LEARNING ACTIVITY**

##### **Getting the Classroom Environment Ready**

The teacher will place the started portraits at each table. If enough students are done with their sketches, those portraits will be placed at a table that is set up with watercolor paints.

##### **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

1. As students enter the room, they are told to first gather around the table that is set up with watercolor paints. The teacher will start class by reminding them of what they had begun working on in the previous class, and that they should be ready to move on to the next step during this class period. (3 minutes)
2. The teacher then does a demonstration on how to use the watercolor paints that the

students will be using to color in their drawings in their portrait grids. She will be sure to demonstrate how to activate the colors by first wetting a brush, careful to discuss how much or how little water is needed to do so, and the importance of not pressing too hard on the paint sets with the brushes. She will also be sure to ask questions during the demonstration to gauge student attention and to formatively measure their understanding, reviewing procedures such as “What should I do with the brush before I use a new color?”, etc. (12 minutes)

3. After the demonstration, students are told to find where their drawings from the previous class are. If they have not yet completed their initial drawings with pencil, that is their first step. When they have completed this, they are to raise their hand to get their work checked by the teacher, and if she approves, they may move to the watercolor table. Once enough students are on to this step, the teacher may choose to set up more watercolors at another table as well. Students will work independently for the remainder of the class as the teacher monitors the room. When students are done painting, they are to raise their hand to have the teacher check their work and move it to the drying rack while they move on to the supplemental activity. By the end of the class period, students are expected to be done with the pencil drawings and working on their painting step. (20 minutes)
4. For cleanup, students who are painting are asked to rinse their brushes out in the water on the tables, and then in the sink, following the brush cleaning procedures on the poster on the wall. As they do this, the teacher will collect their work and bring it to the drying rack, as well as closing the watercolor paints. When each table is cleaned off and students have returned to their seats, they will be dismissed by table to line up at the door. (10 minutes)

#### **Clean-up Procedures** (Room, Materials & Work Storage)

For cleanup, students who are painting are asked to rinse their brushes out in the water on the tables, and then in the sink, following the brush cleaning procedures on the poster on the wall. As they do this, the teacher will collect their work and bring it to the drying rack, as well as closing the watercolor paints. When each table is cleaned off and students have returned to their seats, they will be dismissed by table to line up at the door. (10 minutes)

#### **Closure, Review & Anticipation** (what's next?)

As the students leave, they are reminded that they will have time to complete their projects and writing in the next class.

#### **Supplemental Activity**

Any students who finish watercolor are to start filling out their sentences.